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| **Unit Goal:** | |
| The **unit goal** is the overarching goal for student learning. It provides a clear sense of what students must know and be able to do over the course of the unit (content and skill mastery). Content, literacy, and practice standards are used to create the learning outcomes of the unit goal. It should be written concisely and precisely, contain appropriate academic language and DOK verbs, and written in student-friendly language. | |
| ***Essential Questions:*** | |
| The essential questions should be concise and explicit, linked to the unit goal, and used to form the learning targets and assessments.  These questions should foster inquiry, understanding, and transfer of knowledge. | |
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| **Learning Target** | **Formative Assessments** |
| ***I Know:*** *(Knowledge/Content-What students must know)*  ***This means I CAN…*** *(Skills-What students must be able to do)*  Learning targets should be standards-based statements that are measurable. Each learning target should be translated into concrete, specific lesson objectives that can be taught in one or two lessons. They should contain appropriate academic language and DOK verbs and be written in student-friendly language. | Each **formative assessment** should be aligned with a learning target and mirror the summative assessment. It is used to check at every step to make sure students have mastered individual learning targets. It should also have explicit criteria for mastery and show levels of mastery. There should be more than one opportunity to demonstrate mastery of each learning target.  **Summative assessments** should give students the ability to demonstrate mastery in multiple learning targets and reflect to answer the essential questions. It should also have explicit criteria for mastery and show levels of mastery. It should also make connections to other units and include performance tasks aligned to CAASPP. (This part is not on the backwards unit design.) |
| **Rate your level of understanding**. Remember that your rating can change over time.  New to Me I Got This! |
| ***Student Learning*** | |
| Student learning should be the day-to-day planning. It is how the content and skills will be taught.  (This part is not on the backwards unit design.) | |
| ***Vocabulary to Master:*** | |
| Vocabulary that will be front-loaded to students so that they have access to the content. | |